



William Penn Geography Policy

Rationale

This policy document sets out the schools aims, principles and strategies for the delivery of Geography. Geography teaches an understanding of places and environments. Through their work in Geography, children learn about their local area and compare their life in this area with that in other regions of the United Kingdom and the rest of the world. They learn how to draw and interpret maps and they develop the skills of research, investigation, analysis and problem-solving. Through their growing knowledge and understanding of human geography, children gain an appreciation of life in other cultures. Geography teaching also motivates children to find out about the physical world and enables them to recognise the importance of sustainable development.

The aims of Geography are:

- to enable children to gain knowledge and understanding of places in the world
- to increase children's knowledge of other cultures and, in so doing, teach a respect and understanding of what it means to be a positive citizen in a multi-cultural country
- to teach children graphic skills, including how to use, draw and interpret maps and understand scale
- to enable children to know and understand environmental problems at a local, regional and global level
- to encourage a commitment to sustainable development and economic wellbeing
- to develop a variety of other skills, including those of enquiry, problem solving, **computing**, investigation and presentation

Objectives

To develop pupils individual skills in using a range of geographical skills, strategies and equipment
To develop cross-curricular links in order to deepen their understanding across a range of subjects and to link learning in an increasingly holistic way

To develop an understanding of global citizenship and collective responsibility

To engender a respect for other cultures and the environment

How Our Objectives Are Delivered:

Ethos and Environment

We recognise that all classes will have children with a wide range of abilities and prior skills, knowledge and understanding and therefore we use a range of teaching and learning styles in order to ensure that all children, regardless of their abilities, are able to participate, enjoy and learn. The use of open-ended tasks, creativity in curriculum planning, differentiated activities and higher-order questioning skills facilitates learning for all children.

Children are encouraged to access a variety of information via maps, atlases, national statistics, graphs, pictures/photographs and internet sites with global perspectives (such as Google Earth, BBC, Ordnance Survey).

Geography Curriculum Planning

We follow the Geography programmes of study for KS1 and 2 from the 2014 National Curriculum in England and the 'Understanding the World' area of learning from the Statutory Framework from the Early Years Foundation stage. This has been developed into a scheme of work by the school on a two year cycle in Years 3/4 and 5/6 and three year cycle in Years R/1/2. This provides a broad and balanced coverage of all key skills and attainment targets as set out in the National Curriculum.

The organisation of outdoor learning environments and Field Trips to sites of Geographical interest broadens pupils' understanding of their environment. Even where Geography may be secondary to the purpose of the visit, it is included. For example, a History based visit to an ancient monument or stately home offers learning opportunities about human settlement and development over time, route planning and observation of changes in landscapes.

Teachers assess Geography **periodically through the Foundation Subject assessment format for their year group**. The subject leader may discuss progress and coverage at any time, by mutual agreement with the class teacher.

Cross-Curricular Geography

Where possible, Geography is taught in a cross-curricular context, for example, mapping skills may be used in mathematics work on coordinates, or the physical features of a landscape as the starting point for a piece of descriptive writing.

The use of **computing** plays an increasingly significant part in the teaching of Geography as it facilitates imaginary journeys, immediate global communications and the potential for contact via digital/video conferencing and digital photography of our own environment for comparison with others.

Health and Safety

The school is committed to safe practise in the use of equipment and during outdoor activities that may contain some element of risk. Training in Emergency Planning has been undertaken by all teaching staff as well as governors and administration staff.

Monitoring and Evaluation

The monitoring of the standards of children's work in Geography is the responsibility of the Subject Leader. The work of the Subject Leader also includes supporting colleagues in the teaching of Geography and informing them of current developments in the subject. The aspects of Geography that are monitored include:

- The knowledge of and attitude towards Geography of children, staff and parents
- Progress and attainment in Geography
- CPD opportunities for all staff in Geography and related areas such as Eco Schools projects.

Methods of Evaluation include:

- Assessing and tracking pupil progress
- Reviewing schemes of work
- Pupil conferences to ascertain understanding and aspirations of learners in this subject
- Reviewing provision of fieldwork and similar activities

Assessment and Recording

Teachers assess children's work and achievement in Geography through ongoing observations during lessons, scrutiny of children's work and conferences with pupils. These then inform future planning.

Pupils are assessed during the year against the National Curriculum expectations and this information is provided to parents via their child's annual school report.

Children in all year groups review and assess their own learning at the end of topics of work and may suggest ways to improve their own performance.

Resources

Annual bids will reflect current needs for resources within school.

The children are expected to use Geographical instruments such as compasses and maps in a respectful way and to ensure items are returned in good condition after use.

Geography resources are stored in Blue One.

Computing equipment being used for Geographical studies is used and stored according to the school computing policy.

Signed: Jane Ritchie

Date: 10th March 2019